

*End of Key Stage 1
Assessment
Arrangements
2022*

These presentation slides aim to:

- Inform you of the Key Stage 1 Assessment process*
- To share the end of Year Two expectations*
- To show examples of test papers the children sit*

What do we assess?

All end of Key Stage 1 Assessments are made by Teacher Assessment (TA) over the year, based on the children's progress and attainment in class.

These teacher assessment judgements are supported by the Key Stage 1 SATs.

- *Reading: Teacher Assessment and 2 Tests*
- *Writing: Teacher Assessment*
- *Grammar + Spelling: 1 Test (This can contribute as evidence towards Writing)*
- *Maths: Teacher Assessment and 2 Tests*
- *Science: Teacher Assessment only (no tests)*

How do we assess?

*Using the Teacher Assessment Framework in:
Reading, Writing and Maths
Your child will be assessed as either:*

'Working towards' the expected standard

'Working at' the expected standard

'Working at greater depth' within the expected standard

*The Teacher Assessment Framework for Science
is assessed as either:*

'have met' or 'have not met' the expected standard

*We need to have evidence that a pupil demonstrates attainment of **all** the statements within that standard **and all** the statements in the preceding standard.*

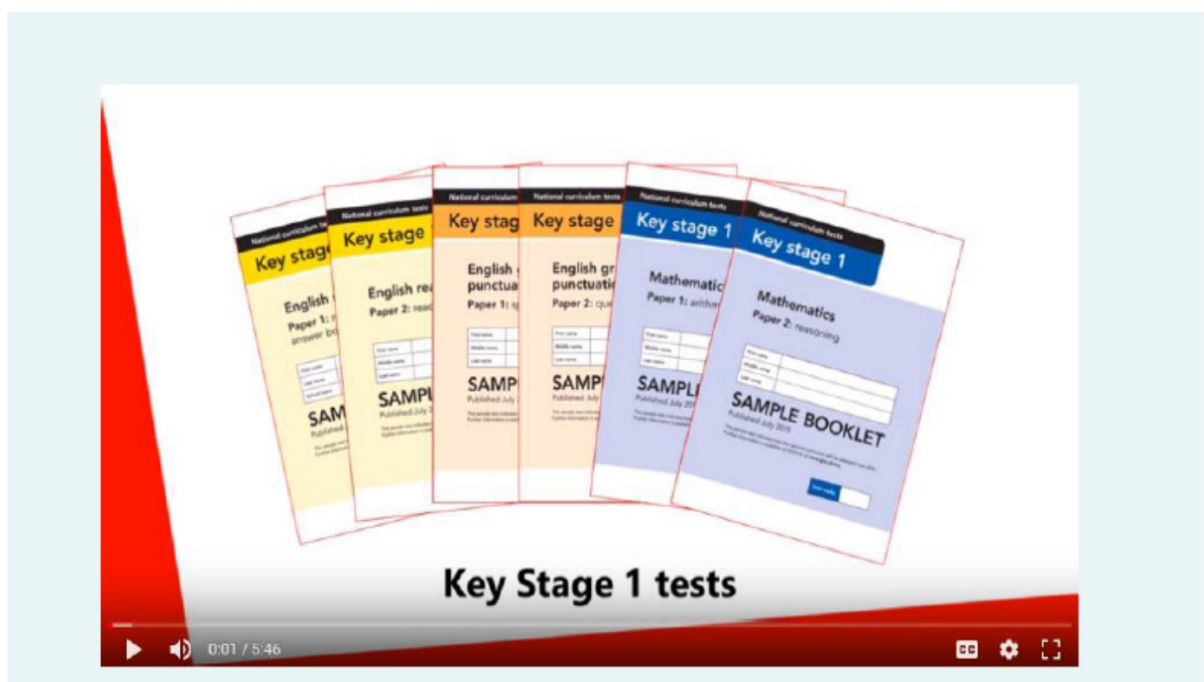
*Any test results will **contribute as evidence** when forming the teacher assessment judgement.*

Tests

- The KS1 tests are designed to assess the children's knowledge and understanding of the KS1 programmes of study in English and Maths.
- They provide a snapshot of children's attainment.
- Teachers must administer tests to help them arrive at a secure judgement for their final teacher assessment at the end of KS1.
- Test outcomes will be in the form of raw scores & scaled scores. A scaled score of 100 will always represent the 'expected standard'.

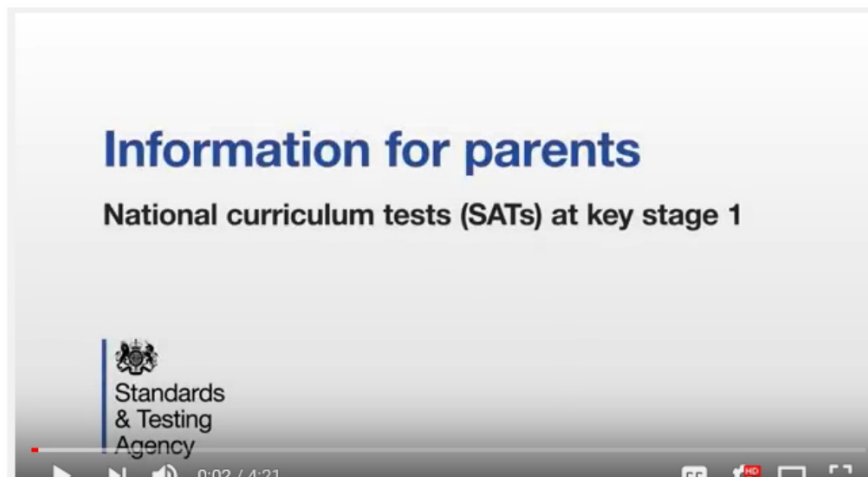


https://www.youtube.com/watch?v=dVlrdqh_J6Y



Please copy the link above and watch this video.

<https://www.youtube.com/watch?v=cuXJidYP7-C>



Please copy the link above and watch this video.

Reading

Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes*
- read most common exception words.*

In age-appropriate¹ books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words²
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

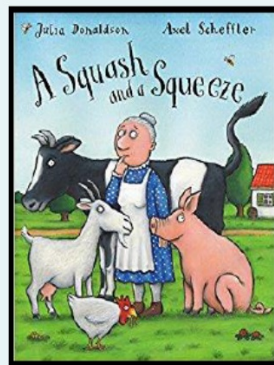
Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

<https://www.youtube.com/watch?v=-v3XOsTF33Y>

Reading at the Expected Standard



Please copy the link above and watch this video.

Reading Test

- The emphasis of the reading test is on the comprehension.



- There are 2 reading papers, one with the texts and questions combined and one with more challenging texts with questions in a separate booklet.

Both papers must be administered to all pupils.

- Each paper will have a selection of unrelated texts of increasing difficulty. There will be a mixture of text genres.

Reading Test Paper 1

- **Paper 1** consists of a combined reading prompt and answer booklet.
- It is expected that the test will take approximately 30 minutes but it is not strictly timed.
- The paper includes a list of useful words and some practice questions for teachers to use to introduce the context and question types to pupils.

Reading Test Paper 2

- **Paper 2** consists of a reading answer booklet and a separate reading booklet.
- It is expected that the test will take approximately 40 minutes to complete but it is not strictly timed.
- There are no practice questions on this paper.

The link below will take you to the GOV website which has previous SAT reading tests / materials available to look at.

<https://www.gov.uk/government/publications/key-stage-1-tests-2018-english-reading-test-materials>

Writing Teacher Assessment

At the end of Key Stage 1, writing is teacher assessed using the statutory framework.

This focuses on some key aspects for assessment.

The assessment for writing is not made on one piece, but on a broad range of evidence from across the curriculum.

Writing

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
- use the diagonal and horizontal strokes needed to join some letters.

Teachers will tick off evidence shown from various pieces of written work.

Kim: evidence check

The following tables show how Kim's work has met the 'pupil can' statements across the collection for 'working at the expected standard', as well as how they have not yet shown sufficient evidence for 'working at greater depth within the expected standard'.

There is no expectation for teachers to produce such tables, or anything similar. These simply help to illustrate where Kim's work has demonstrated the 'pupil can' statements in those 7 examples.

As stated in the framework guidance, individual pieces of work should not be assessed against the framework.

End-of-key stage 1 statutory assessment – working at the expected standard								
Name: Kim	A	B	C	D	E	F	G	Collection
The pupil can, after discussion with the teacher:	Explanation	Description	Narrative	Letter & Instructions	Description	Information	Recount	
• write simple, coherent narratives about personal experiences and those of others (real or fictional)	n/a	✓	✓	✓	✓	✓	✓	✓
• write about real events, recording these simply and clearly	n/a	n/a	n/a	n/a	n/a	n/a	✓	✓
• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	✓	✓	✓	✓	✓	✓	✓	✓
• use present and past tense mostly correctly and consistently	✓	✓	✓	✓	✓	✓	✓	✓
• use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	✓		✓	✓	✓	✓	✓	✓
• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-possible attempts at others	✓	✓	✓	✓	✓	✓		✓
• spell many common exception words	✓	✓	✓	✓	✓	✓	✓	✓

Evidence check
Expected
Standard

End-of-key stage 1 statutory assessment – working at the expected standard								
Name: Kim	A	B	C	D	E	F	G	Collection
The pupil can, after discussion with the teacher:	Explanation	Description	Narrative	Letter & Instructions	Description	Information	Recount	
• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	✓	✓	✓	✓		✓	✓	✓
• use spacing between words that reflects the size of the letters	✓	✓	✓	✓	✓	✓	✓	✓

End-of-key stage 1 statutory assessment – working at greater depth within the expected standard								
Name: Kim	A	B	C	D	E	F	G	Collection
The pupil can, after discussion with the teacher:	Explanation	Description	Narrative	Letter & Instructions	Description	Information	Recount	
• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing								
• make simple additions, revisions and proof-reading corrections to their own writing	✓	✓	✓	✓	✓			
• use the punctuation taught at key stage 1 mostly correctly			✓			✓		
• spell most common exception words								
• add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)								
• use the diagonal and horizontal strokes needed to join some letters			✓				✓	

Example of writing at the Expected Standard

What a lucky girl I am!

On Monday I stayed home playing Roblox on my Computer. I joined my brother on a game. We played all day^{and} it was really fun on Roblox. We played Fashion frenzy. Fashion Frenzy is a Fashion game and these^{are} topics like for example what if the topics old School we had to dress up like if we were going to School. When it was Easter we did an^{exciting} Easter egg hunt. if Me and my brother found 23 eggs~~X~~ but we found more eggs! I ate them all in 2

Evidence check

Working at Greater Depth within the Expected Standard

Ali: evidence check

The following tables show how Ali's work has met the 'pupil can' statements across the collection for 'working at greater depth within the expected standard'.

There is no expectation for teachers to produce such tables, or anything similar. These simply help to illustrate where Ali's work has demonstrated the 'pupil can' statements in these 6 examples.

As stated in the framework guidance, individual pieces of work should not be assessed against the framework.

End-of-key stage 1 statutory assessment – working at greater depth within the expected standard							
Name: Ali	A	B	C	D	E	F	Collection
The pupil can, after discussion with the teacher:	Narrative	Recount	Procedural	Letter	Book review	Narrative	
• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	✓	✓	✓	✓	✓	✓	✓
• make simple additions, revisions and proof-reading corrections to their own writing	✓	✓	✓	✓	✓	✓	✓
• use the punctuation taught at key stage 1 mostly correctly	✓	✓	✓	✓	✓	✓	✓
• spell most common exception words	✓	✓	✓	✓	✓	✓	✓
• add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)	✓	✓	✓	✓	✓	✓	✓
• use the diagonal and horizontal strokes needed to join some letters.	✓	✓	✓	✓	✓	✓	✓

Example of writing at Greater Depth within the Expected Standard

Once upon a time there was a badger who always ^{was} hungry, because he worked day and night picking up rubbish in the active, adventurous park.

One early morning a boy came into the park with a ham sandwich. The starving, tremendously hungry badger gazed at the sandwich. Badger imagined how it would taste in his mouth.

"Mmm," he thought, "this is what I call an outstanding sandwich!" A boy came near the sandpit to take a big, humungous bite. There was a girl nearby on a ~~some~~ dark red slide when, oh no, the girl bumped into the boy and his delicious scrumptious sandwich fell in the sandpit! "Oh we can't eat it now," muttered the girl, "It's disgusting." The boy felt sad and so did that black and white badger.

Just then a squirrel ~~at~~ grabbed the sandwich covered with golden sand. She took it because she didn't mind the sand. The ginger squirrel brought it up to her tall, dark, tree to share with her pesky children. Oh, NO!!! The children couldn't share properly, ~~so~~ the sandwich

Maths

Working at the expected standard

The pupil can:

- read scales* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

Maths

Working at greater depth

The pupil can:

- read scales* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g. $29 + 17 = 15 + 4 + \square$; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

Mathematics Test

There are two papers

Paper 1: arithmetic - the focus is on assessing whole numbers, place-value and counting. The test is a single test paper and will take approximately 20 minutes.

Paper 2: reasoning - the focus is on problem solving and reasoning skills. This is a single test paper and will take approximately 35 minutes. The paper includes a practice question and 5 aural questions. After the aural questions, the time for the remainder of the test should be approximately 30 minutes.

Tests will take place during May with prior lessons focusing on each specific paper .

100% Attendance is essential for every child to have a chance of reaching their potential.

- Tests will be administered in small groups with appropriate support.
- Occasionally, tests will be administered 1:1.
- Children will be familiar with the formats of the tests.
- Every effort will be made to ensure the children are relaxed.



How can you help your child?

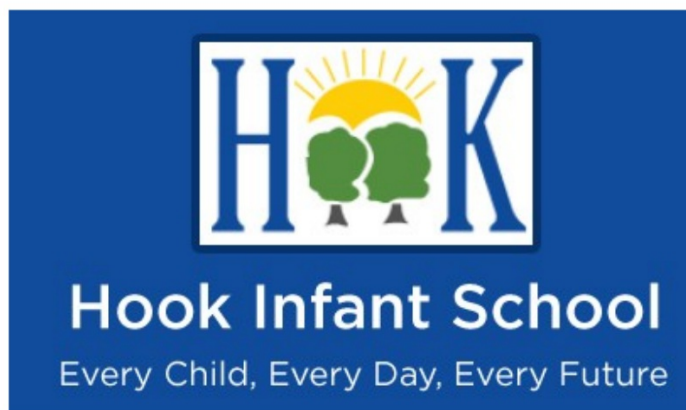
- Share a book with your child daily. Enjoy and discuss it together. Encourage them to express opinions about characters and justify their answers.
- Read to your child to develop their vocabulary.
- Set real life problems involving Maths.
- Encourage them to write for a purpose.
- Ensure your child eats a healthy breakfast.
- Make sure your child arrives at school on time.
- Be positive and encourage your child to do **THEIR** best!



Important to Remember...

- Don't worry if your child has a bad day on the test and does not perform as well as s/he has done over the school year.
- Your child's teacher assessment can override the test result.
- These tests are only to support our teacher assessment.





Parents Evening is in March for you to discuss your child's progress.

In the meantime do not hesitate to ask your child's teacher any questions about their progress.